

# Here's What You'll Get in the Somebody Loves You, Mr. Hatch Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Retelling and Summarizing Lesson Plan

**Retelling and Summarizing**  
*Somebody Loves You, Mr. Hatch*  
 By: Eileen Spinelli  
 Grade Level: 3 / Guided Reading Level: 3

**1**  
**Get Ready to Read**  
 ✓ Learn about the book  
 ✓ Get your brain ready to read  
 ✓ Understand the meaning of important words found in the book

**Summary**  
 Mr. Hatch never smiles. He follows the same boring routine every day, and he does it alone. He does not smile and he doesn't have any friends. One morning, a sweet surprise compels Mr. Hatch to notice the world around him. Mr. Hatch starts to make friends and help his neighbors. He tries new things and likes to laugh. But his happiness quickly fades when he discovers that a terrible mistake was made.

**Link to What You Know**  
 • Tell about a time when someone surprised you.  
 • Name some of the ways you can make someone feel special.

**Important Words to Know and Understand**  
**Satin** - Cloth that has a smooth, shiny surface  
**Sign** - A piece of paper, wood, etc., with words or pictures on it that gives information about something

**2**  
**Learn About Comprehension Strategies**  
 ✓ Think about the text you read  
 ✓ Know what to do when you read

**Why Readers Retell and Summarize While Reading**  
 Readers retell and summarize to remember the important events, characters, and information in books.  
 When you read fiction stories that are not real, it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.  
 On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a researcher. Retell and summarize the information using important facts, facts, and vocabulary from the text.  
 Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Activate Prior Knowledge

Retelling and Summarizing Lesson Plan

Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Retelling and Summarizing**  
*Somebody Loves You, Mr. Hatch*  
 By: Eileen Spinelli  
 Grade Level: 3 / Guided Reading Level: N

**3**  
**Retell and Summarize While Reading**  
 ✓ Think about the important events that happened first, next, then, and last  
 ✓ Notice the names of the characters and settings

**Time to Read**  
 Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Page 1** - What does Mr. Hatch do every day? Why is it important to know this?  
**Page 4** - What does Mr. Hatch do after he eats dinner? Why is this important?  
**Page 12** - Mr. Smith has a problem. What is the problem? How did Mr. Hatch help him?  
**Page 15** - Mr. Hatch has changed since the beginning of the story. Name some of the ways Mr. Hatch has changed.  
**Page 21** - What event has caused Mr. Hatch to become sad again? Why is this part of the story important?  
**Pages 25 to 27** - The townspeople had a problem. What was their problem? How did they solve their problem? How did the solution affect Mr. Hatch?

**4**  
**Notice the Work You Did While Reading**  
 ✓ Think  
 ✓ Talk  
 ✓ Reflect  
 ✓ Write

**Time to Reflect**  
**Think** - What type of information did you use when you retold and summarized *Somebody Loves You, Mr. Hatch*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?  
**Talk** - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain how you were your favorite. Remember to ask your partner for thoughts about the book too!  
**Reflect** - Think about the characters, events, and the settings in *Somebody Loves You, Mr. Hatch*. How does paying attention to the story elements help you to be a better reader?  
**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Somebody Loves You, Mr. Hatch*. (Remember to include examples from the book!)

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**1** **Making Inferences**  
 Get Ready to Read  
 ✓ Learn about the book  
 ✓ Get your brain ready to read  
 ✓ Understand the meaning of important words found in the book

**3** **Making Inferences While Reading**  
 ✓ Think about the important events that happened first, next, then, and last  
 ✓ Notice the names of the characters and settings

**2** **Learn About Comprehension Strategies**  
 ✓ Think about the text you read  
 ✓ Know what to do when you read

**4** **Notice the Work You Did While Reading**  
 ✓ Think  
 ✓ Talk  
 ✓ Reflect  
 ✓ Write

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Making Inferences

**1** **Get Ready to Read**  
 ✓ Learn about the book  
 ✓ Get your brain ready to read  
 ✓ Understand the meaning of important words found in the book

**3** **Identifying the Author's Purpose While Reading**  
 ✓ Think about the important events that happened first, next, then, and last  
 ✓ Notice the names of the characters and settings

**2** **Learn About Comprehension Strategies**  
 ✓ Think about the text you read  
 ✓ Know what to do when you read

**4** **Notice the Work You Did While Reading**  
 ✓ Think  
 ✓ Talk  
 ✓ Reflect  
 ✓ Write

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Author's Purpose

**1** **Get Ready to Read**  
 ✓ Learn about the book  
 ✓ Get your brain ready to read  
 ✓ Understand the meaning of important words found in the book

**3** **Understanding Text Structure While Reading**  
 ✓ Think about the important events that happened first, next, then, and last  
 ✓ Notice the names of the characters and settings

**2** **Learn About Comprehension Strategies**  
 ✓ Think about the text you read  
 ✓ Know what to do when you read

**4** **Notice the Work You Did While Reading**  
 ✓ Think  
 ✓ Talk  
 ✓ Reflect  
 ✓ Write

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Understanding Text Structure

**1** **Get Ready to Read**  
 ✓ Learn about the book  
 ✓ Get your brain ready to read  
 ✓ Understand the meaning of important words found in the book

**3** **Making Predictions While Reading**  
 ✓ Think about the important events that happened first, next, then, and last  
 ✓ Notice the names of the characters and settings

**2** **Learn About Comprehension Strategies**  
 ✓ Think about the text you read  
 ✓ Know what to do when you read

**4** **Notice the Work You Did While Reading**  
 ✓ Think  
 ✓ Talk  
 ✓ Reflect  
 ✓ Write

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Making Predictions

**Answer Key for Retelling and Summarizing with Somebody Loves You, Mr. Hatch**

**Your Turn to Practice Retelling and Summarizing with Somebody Loves You, Mr. Hatch**

**Page 1:** What does Mr. Hatch do every day? Why is it important to know this?  
**Page 4:** What does Mr. Hatch do after he eats dinner? Why is this important?  
**Page 12:** Mr. Smith has a problem. What is the problem? How did Mr. Hatch help him?  
**Page 15:** Mr. Hatch has changed since the beginning of the story. Name some of the ways Mr. Hatch has changed?  
**Page 21:** What event has caused Mr. Hatch to become sad again? Why is this part of the story important?  
**Pages 25 to 27:** The townspeople had a problem. What was their problem? How did they solve their problem? How did the solution affect Mr. Hatch?

**Answer Key for Making Inferences with Somebody Loves You, Mr. Hatch**

**Your Turn to Practice Making Inferences with Somebody Loves You, Mr. Hatch**

**Page 1:** The author describes how Mr. Hatch spends his days. Make an inference about how Mr. Hatch spends his life. What makes you think that?  
**Page 4:** The author describes how Mr. Hatch spends his days. Make an inference about how Mr. Hatch spends his life. What makes you think that?  
**Page 12:** Mr. Smith has a problem. What is the problem? How did Mr. Hatch help him? How does paying attention to the story elements help you to be a better reader?  
**Page 15:** Mr. Hatch has changed since the beginning of the story. Name some of the ways Mr. Hatch has changed? How does paying attention to the story elements help you to be a better reader?  
**Page 21:** What event has caused Mr. Hatch to become sad again? Why is this part of the story important? How does paying attention to the story elements help you to be a better reader?

**Answer Key for Making Predictions with Somebody Loves You, Mr. Hatch**

**Your Turn to Practice Making Predictions with Somebody Loves You, Mr. Hatch**

**Page 4:** The author has shared some important details about Mr. Hatch. What does the author want us to know about him? What makes you think that?  
**Page 12:** Mr. Smith has a problem. What is the problem? How did Mr. Hatch help him? How does paying attention to the story elements help you to be a better reader?  
**Page 15:** Mr. Hatch has changed since the beginning of the story. Name some of the ways Mr. Hatch has changed? How does paying attention to the story elements help you to be a better reader?  
**Page 21:** What event has caused Mr. Hatch to become sad again? Why is this part of the story important? How does paying attention to the story elements help you to be a better reader?

**Answer Key for Identifying the Author's Purpose with Somebody Loves You, Mr. Hatch**

**Your Turn to Practice Identifying the Author's Purpose with Somebody Loves You, Mr. Hatch**

**Page 4:** The author has shared some important details about Mr. Hatch. What does the author want us to know about him? What makes you think that?  
**Page 12:** Mr. Smith has a problem. What is the problem? How did Mr. Hatch help him? How does paying attention to the story elements help you to be a better reader?  
**Page 15:** Mr. Hatch has changed since the beginning of the story. Name some of the ways Mr. Hatch has changed? How does paying attention to the story elements help you to be a better reader?  
**Page 21:** What event has caused Mr. Hatch to become sad again? Why is this part of the story important? How does paying attention to the story elements help you to be a better reader?

**Answer Key for Understanding Text Structure with Somebody Loves You, Mr. Hatch**

**Your Turn to Practice Understanding Text Structure with Somebody Loves You, Mr. Hatch**

**Page 1:** Here the author uses descriptions to tell us about Mr. Hatch. What does Mr. Hatch look like? Use the author's words and text to support your answer.  
**Pages 1 to 4:** Here the author sequences the details of Mr. Hatch's day. Point to the pictures and explain what happens using the words first, next, then and last.  
**Page 7:** Here the author is using cause and effect to describe a change in Mr. Hatch. What caused him to change? How did he change?  
**Pages 17 to 20:** Here the author is using a problem and solution text structure. What was the problem? How does he solve it?

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement**

**Strategy and Text Based Reader's Response Prompt**

**Common Core State Standard**

**Common Core Free Option**

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

The image shows a stack of five 'I Can' statement cards. The top card is for 'Retelling and Summarizing' and the second is for 'Making Predictions'. Each card has a title, a strategy prompt, and a checkbox with the text 'I can describe characters in stories and explain how their actions affect the story.' followed by the code 'CCSS-RL.3.3'.

## 5 Comprehension Strategy Graphic Organizers

The image displays five graphic organizers, each with a title and a set of questions or a table to be filled out. Each organizer includes a 'Directions' section at the bottom.

- Retelling and Summarizing:** Includes a table for 'is it fiction or nonfiction?' with columns for 'First', 'Next', 'Then', 'After that', 'Then', and 'Last'. It also asks for the most important thing read in the book.
- Making Inferences:** Includes a table with columns for 'What the Text Says', 'What I Know', and 'What I Can Infer'. It asks for inferences, thoughts, and feelings.
- Making Predictions:** Includes a table with columns for 'Predictions at the Beginning', 'Predictions while Reading', and 'Check Predictions of the End'. It asks for reasons for predictions.
- Author's Purpose:** Asks for the author's purpose and includes checkboxes for 'to Persuade', 'to Inform', and 'to Entertain'. It also asks for the most important thing the author made you think about while reading.
- Understanding Text Structure:** Includes a table with columns for 'Text Structure', 'Where the Text Structure was Used', and 'How the Text Structure Helped Me'. It asks for the sequence, problem and solution, and cause and effect.

Retelling and Summarizing

Making Inferences

Making Inferences

Author's Purpose

Understanding Text Structure



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
**Somebody Loves You, Mr. Hatch**  
 By: Eileen Spinelli  
 Grade Level: 3 / Guided Reading Level: N

**Instructional Focus:**  
 Compound Words

**Background:**  
 When two words put together make a new word.

**Examples:**

airplane	backpack	dishwash
eyeball	firefly	firewood
horseback	moonlight	rattlesnake
sunflower	toothpaste	toothbrush

**Materials and Preparation:**

- A Copy of Somebody Loves You, Mr. Hatch
- Chart paper
- Blue, green and red markers
- Compound Word Heart Puzzles (1 per student)
- Scissors
- Pencils
- Compound Words Practice Page (1 per student)
- Index Cards for Extend Engagement Activity
- Extension Activity (1 per student)
- Optional - Word Detective (1 per student)

Optional Activity to Extend Engagement

Step by Step Lesson Plan

**Word Work**  
**Somebody Loves You, Mr. Hatch**  
 By: Eileen Spinelli  
 Grade Level: 3 / Guided Reading Level: N

**Step 1: Introduce the Focus of Word Work**

**Introduce Compound Words**

- Explain to the children that a compound word is when two words put together make a new word.
- Write the heading "One Word + One Word = A Compound Word"
- Write the word "lady" on the chart paper with the blue marker. Ask children to read the word and give a definition of the word.
- Next to the word "lady", write the symbol for addition with a black marker.
- Write the word "bug" in green marker next to the addition symbol.
- Ask children to read the word and give a definition.
- Write the equal sign with a black marker.
- Write the compound word "ladybug" in red next to the equal sign. Ask children to read the word and give a definition.
- What did they notice?
- Follow the same steps with the compound following words: flowerpot, doorbell, waterfall, meatball, and snowman.
- Ask students to share examples and add them to the chart paper.

**Step 2: Connect Word Work to Reading**

**Compound Words in the Text**

- Give each child a copy of "Compound Words in the Text" from Somebody Loves You, Mr. Hatch" and a pencil.
- Tell children that as you read the story, they should listen carefully because they have a job to do. Whenever they hear a compound word, they should find the word on the list and circle the word.

**Examples of Compound Words Found in the Text:**

- afterhave
- anytime
- dustpan
- inside
- everybody
- everyone
- lunchtime
- neighborhood
- newspaper
- newsstand
- onions
- roadshow
- someone
- sometimes

List of words in the book that match the instructional focus

**Word Work**  
**Somebody Loves You, Mr. Hatch**  
 By: Eileen Spinelli  
 Grade Level: 3 / Guided Reading Level: N

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Give each student a Compound Word Heart Puzzle sheet.
- Have students cut out each heart along the dotted line.
- Ask students to mix up their pieces and put the hearts together again to make compound words.
- Students will write a sentence for each compound word.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Pass out one practice page for each child.
- Students will connect compound words by drawing a line from one word to another word.
- Students will write the new compound words in the "Compound Words" box.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask for students to look for the compound words in their reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.

Interactive Activity

**Compound Word Heart Puzzle Interactive Activity**

**Directions:**  
 Cut out each heart along the dotted lines.

air port      birth day

book worm      cow bell

day dream      foot ball

Independent Practice Page

Extension Activity

**Word Detective: Compound Words Extension Activity**

**Directions:**  
 Be a word detective!  
 Be on the lookout for compound words while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

**Compound Words Word Work Practice Page**

**Directions:**  
 Match a compound word by drawing a line from one word on the left side of the page to another word on the right side of the page. Write the compound words in the Compound Words box below. See the example with the compound word "shoelace".

shoe	side
dust	pan
news	paper
in	lace
post	card
over	night
inch	fly
every	hood
neighbor	time
house	worm

**Compound Words**

shoelace

# Assessments

**Running Record**  
 Title: *Somebody Loves You, Mr. Hatch* Guided Reading Text Level: N Word Count: 100  
 Hatch

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Accuracy Rate: (# of words correct/100 words) \_\_\_\_\_  
 Error Rate: (# of incorrect words/100 words) \_\_\_\_\_  
 Self-Correction Rate: (# of words self-corrected/100 words) \_\_\_\_\_  
 Time: (in seconds) \_\_\_\_\_ Words Per Minute: (100/seconds read x 60) \_\_\_\_\_

Easy 95 %- 100% Accuracy	Instructional 90 %- 94% Accuracy	Hard 50 %- 89% Accuracy
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E = Errors SC = Self-Correction M = Meaning  
 S = Structure/syntax V = Visual

Page	Text	COUNT		INFORMATION USED	
		E	SC	E	SC
1	Mr. Hatch was tall and thin and he did not smile. Every morning at 6:30 sharp, he would leave his brick house and walk eight blocks to the shoelace factory where he worked. At lunchtime he would sit alone in a corner, eat his cheese and mustard sandwich, and drink a cup of coffee. Sometimes he brought a prune for dessert.				
3	After work he would make two stops: at the newsstand to get the paper, and at the grocery store to buy a fresh turkey wing for his supper. After				
4	supper he read the paper, took a shower, and went				

Analysis and Comments: \_\_\_\_\_

Tested By: \_\_\_\_\_ ©BookPagez.com

## Running Record Assessment

**Somebody Loves You, Mr. Hatch**  
 CCSS Assessment

Name: \_\_\_\_\_  
 Score: / 9

**Directions:**  
 Use what you know about *Somebody Loves You, Mr. Hatch* to answer each of the following questions.

- What happened that changed Mr. Hatch's life?  
 A He got a job at the shoelace factory.  
 B He helped find the little girl who was late getting home.  
 C He got candy from a secret admirer.  
 D He found his old harmonica.
- Which is **not** a theme that readers can learn from the story?  
 A Responsibility  
 B Kindness  
 C Community  
 D Helpfulness
- What makes Mr. Hatch feel happy and warm?  
 A feeling loved  
 B eating chocolate  
 C going to work  
 D talking to the postman
- What does it mean when the neighbors say Mr. Hatch is "lonely"?  
 A He keeps his house clean.  
 B He keeps a daily routine on schedule.  
 C He is mean and grumpy.  
 D He seems shy and doesn't talk or speak.
- What was Mr. Hatch's life like when he thought he was alone and no one loved him? (RL.3.5)  
 A He lived alone, but had many friends.  
 B It was quiet, lonely, and he followed the same routine every day.  
 C He spent all his time reading and sleeping.  
 D He tried to do something new and exciting every day.
- What did the neighborhood realize when they put themselves in Mr. Hatch's place? (RL.3.6)  
 A They thought he might be happier just keeping to himself.  
 B They realized the package was delivered to him by mistake.  
 C They realized how much they loved him, and they needed to tell him.  
 D They thought Mr. Hatch was only nice because he wanted candy.
- How do the illustrations show the difference between when Mr. Hatch is lonely and when he is happy? (RL.3.7)  
 A They are gray and sad feeling when he is lonely.  
 B The pictures are colorful when he is happy.  
 C The people are all smiling and happy when Mr. Hatch is happy.  
 D All of the above
- What is the difference between Mr. Hatch when he is lonely and when he is happy? (RL.3.9)  
 A When he's lonely, he doesn't speak to anyone, but laughs and talks when he's happy.  
 B He only eats mustard and cheese sandwiches at lunch.  
 C Lonely Mr. Hatch bakes brownies, but happy Mr. Hatch does not.  
 D When he is lonely, he plays harmonica before he goes to bed.
- This story is realistic fiction. Why is that important to the theme? (RL.3.10)  
 A It tells us the story is not true.  
 B The magical events let us use our imagination.  
 C We can learn facts about Mr. Hatch because he was a real person.  
 D We can learn about ways we can be kind to our neighbors in real life.

CCSS Assessment 3rd Grade Reading

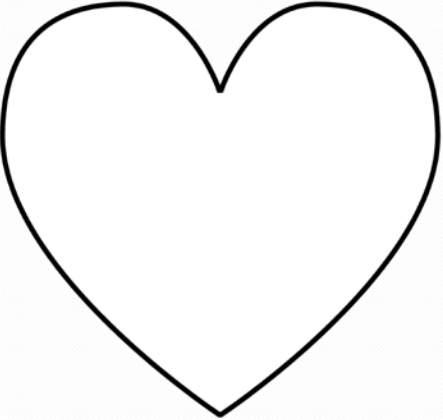
Common Core Assessment:  
 One question for each Reading Informational OR Reading Literature standard (1-9)

Answer Key

# Bonus Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**  
Mr. Hatch smiled when he found a note from a secret admirer. Brighten someone's day by writing a friendly message on the heart below. Hide the heart between the pages of a book in the classroom library. You just may make the next reader smile when they find your note!



Extension Activity | ©BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Somebody Loves You, Mr. Hatch Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Somebody Loves You, Mr. Hatch" correlate with the following English Language Arts Common Core State Standards for this grade:</p> <p><b>Reading and Summarizing Lesson Plan and Resources</b></p> <p><b>Reading Literacy</b></p> <p><b>RL.1</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p><b>RL.2</b> - Determine the meaning of words and phrases as they are used in a text, defining them from nonfictional language.</p> <p><b>RL.3</b> - Explain how specific aspects of a text's formatters contribute to what is communicated. Analyze how these aspects contribute to the sequence of events.</p> <p><b>RL.4</b> - Determine the meaning of words and phrases as they are used in a text, analyzing their connotations and figurative language.</p> <p><b>RL.5</b> - Analyze how specific aspects of a text's formatters contribute to what is communicated. Analyze how these aspects contribute to the sequence of events.</p> <p><b>RL.6</b> - Analyze how specific aspects of a text's formatters contribute to what is communicated. Analyze how these aspects contribute to the sequence of events.</p> <p><b>RL.7</b> - Explain how specific aspects of a text's formatters contribute to what is communicated. Analyze how these aspects contribute to the sequence of events.</p> <p><b>RL.8</b> - Analyze how specific aspects of a text's formatters contribute to what is communicated. Analyze how these aspects contribute to the sequence of events.</p> <p><b>RL.9</b> - Analyze how specific aspects of a text's formatters contribute to what is communicated. Analyze how these aspects contribute to the sequence of events.</p> <p><b>RL.10</b> - By the end of the year, read and comprehend literature, including stories and dramas, from the 2-3 test complexity band independently and proficiently.</p> <p><b>Reading Foundational Skills</b></p> <p><b>RF.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b></p> <p><b>W.2</b> - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.1</b> - Explain their own ideas and understanding in the light of the discussion.</p> <p><b>SL.2</b> - Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.3</b> - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>Language</b></p> <p><b>L.4</b> - Acquire and use accurately, grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, since, that night we were looking for them).</p> <p>Somebody Loves You, Mr. Hatch CCSS Alignment   ©BookPagez.com</p>	<p>Somebody Loves You, Mr. Hatch Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Somebody Loves You, Mr. Hatch" correlate with the following English Language Arts Common Core State Standards for this grade:</p> <p><b>Reading and Summarizing Lesson Plan and Resources</b></p> <p><b>Reading Literacy</b></p> <p><b>RL.1</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p><b>RL.2</b> - Determine the meaning of words and phrases as they are used in a text, defining them from nonfictional language.</p> <p><b>RL.3</b> - Explain how specific aspects of a text's formatters contribute to what is communicated. 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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Somebody Loves You, Mr. Hatch Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Somebody Loves You, Mr. Hatch" correlate with the following English Language Arts Common Core State Standards for this grade:

**Vocabulary Lesson Plan and Resources**

**Language**

**L.4** - Acquire and use accurately, grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, since, that night we were looking for them).

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## Vocabulary Connections Common Core Alignment

Somebody Loves You, Mr. Hatch Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Somebody Loves You, Mr. Hatch" correlate with the following English Language Arts Common Core State Standards for this grade:

**Word Work Lesson Plan and Resources**

**Reading Foundational Skills**

**RF.3** - Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.4** - Read with sufficient accuracy and fluency to support comprehension.

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## Word Work Common Core Alignment